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ABSTRACT

The career opportunities guide, part of a consumer and homemaking education unit, was developed in a 3-week curriculum workshop at Winthrop College in June 1972. The identified objectives and learning experiences have been developed with basic reference to developmental tasks, needs, interests, capacities, and prior learning experiences of students. The objectives of the guide are written in behavioral terms but are not fully operational since conditions and performance standards are not specified. The overall or terminal objectives stated for the major concept areas are supported by selecting enabling objectives. The basic unit, for grade 9, considers career selection, employability factors, skill development opportunities, and fair wages. The advanced unit, for grade 10, considers vocational decisions, job information sources, job application, employee-employer relationships, paycheck withholdings, and employment experiences. Both units are presented by stating concepts and overall objectives. Under each concept, three columns list behavioral objectives, learning and evaluation experiences, and teaching resources. (Author/AG)

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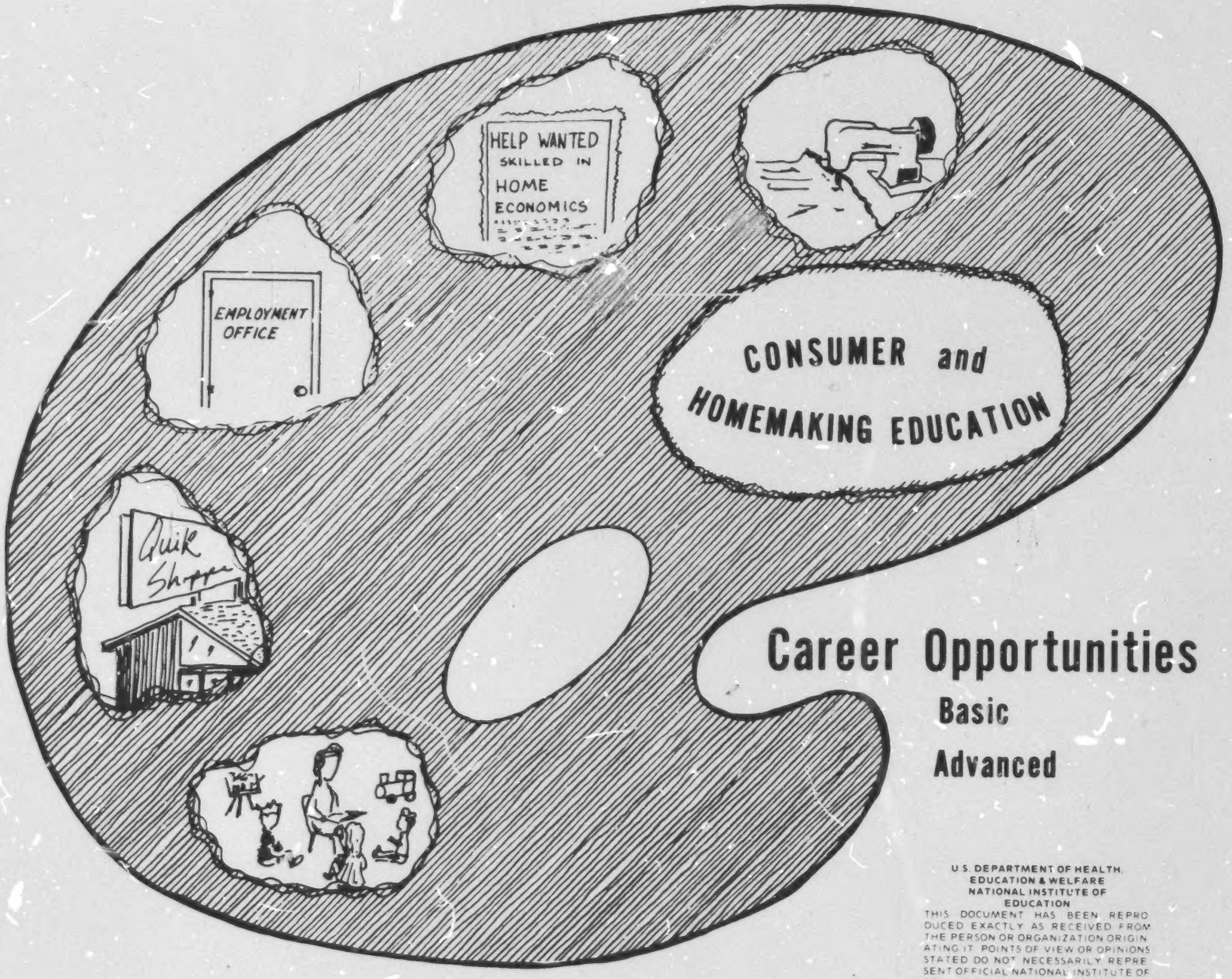

Career Opportunities

Basic

Advanced

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Career Opportunities Curriculum Guide

Draft

Basic Unit

Advanced Unit

Prepared by:

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Use of the Guide

The identified objectives and learning experiences have been developed with basic reference to developmental tasks, needs, interests, capacities, and prior learning experiences of students. The curriculum resource materials serve as the instructional program for all students and are a beginning point for the teacher in planning for the learning of students who may as a group not represent the norm, and who as individuals will reflect a range including both sides of the norm.

With a variety of students in a classroom, it seems imperative for the teacher to develop a plan for learning based upon a prior assessment of the performance status of students relative to the objectives specified. Pre-testing of students and cooperative planning, in relation to objectives and learning experiences are recommended for the homemaking teacher. Many group teaching-learning experiences may be necessary within the classroom but some learners will require individual objectives and learning experiences which may be provided for in numerous ways, including independent study, use of self-paced learning packages, programmed materials, paired-learner teams, and learning contracts.

As the teacher becomes skilled in providing for the individual learning needs of a few learners in each class, she can extend individualization to other learners in a given class. A basic part of the task is for learners to become increasingly independent and self-directive in their own learning which can be achieved only through experience. Both teachers and learners have to learn to function in their respective roles in the process, but the teacher is responsible in educating herself regarding the premises and strategies for individualizing instruction.

Since a basic principle of learning is to start where the learner is, the teacher can be viewed as a learner in seeking methods to individualize instruction. Prior experiences with clothing construction activities, home experiences, cooperative planning, and FHA activities can be analyzed as methods for meeting individual needs. A comparison of the analyses with guidelines from the literature on individualizing instruction may help to decide upon a first step. Taking one step at a time is much more feasible for both teacher and students than is a total immersion into a new change in behavior all at once.

Behavioral Objectives:

Educational objectives are specifications of behavior outcomes or post-instructional behavior sought as a result of teaching-learning experiences. Behaviors sought include a range of intellectual or cognitive behaviors, feeling or affective behaviors, and doing or psychomotor behaviors.

By definition, educational objectives must have two components: behavior, and content or context about which or within which the behavior is. When the objectives are made operational for the instruction of an individual learner or of a given group of learners by a given teacher, two other components may be added to give precision to an objective. The two additional components are the conditions in which the learning is to be demonstrated and standards of performance to be achieved.

Making an educational objective operational also call for stating the behavior component in action terms or in verbal or non-verbal observable behavioral terms. For example, "Know sources of vitamin C" is made operational when it is specified as "List sources of vitamin C" or "State sources of vitamin C." The act of listing or stating is an observable evidence of knowing. Another condition of the educational objective is that it be stated in reference to the learner. It is understood that an objective which states "Determines the best buy among three different size boxes of X brand detergent" means that the learner is to determine the best buy.

The objectives in the following curriculum materials are written in behavioral terms but are not fully operational since conditions and performance standards are not specified. The overall or terminal objectives stated for the major concept areas are supported by selected enabling objectives. Teachers may make the enabling objectives fully operational by structuring the conditions in which the learning will be demonstrated and the criteria or standard for successful performance. For example, the objective column might read "Evaluate house plans." Since evaluation involves use of relevant criteria to a situation, the teacher must establish the situation or condition. A possible condition might be specified as "Given three house plans and a description of the Burton family and using the criteria established in class, . . ." The next step is to state the observable behavior. In this example, "select" seems appropriate. The objective in complete form may read:

> Given three house plans and a description of the Burton family, select the best house plan for the Burtons using the criteria established in class. State the basis for choice relative to each criterion.

Success in this example is the performance of the task as specified.

Learning Experiences:

A learning experience is the activity engaged in by the learner to learn. Learning occurs only through learner experience and through reflection upon the experience. The selected learning experiences in these materials are written with this premise in mind. The teacher can look at the learning experiences and determine her role as facilitator of the students' experiencing so that they may learn. For instance, a learning experience reads "Analyze a supply of pictures of housing . . ." The teacher's task is to provide a supply of pictures that represents the range of qualities for which the pictures are to be analyzed.

Interest Approaches

An "interest approach" or motivational device is a teaching technique which serves to establish a classroom climate conducive to learning. The interest approach is a brief learning activity for a daily lesson which serves to introduce the topic of the lesson and establish a positive emotional climate. An interest approach is not the main learning experience and is not intended to teach a concept, but rather to set the stage for learning.

Knowledge of the multiple, diverse nature of adolescents indicates that a teacher cannot expect a student to come into the classroom from immediately prior activities and be mentally and emotionally prepared to participate in particular learning experiences. Students do not come into classrooms from a sterile vacuum but they come from homes, classrooms, libraries, and/or from other environments of intimate relationships. Their experiences run the gamet of positive to negative, compelling to repelling, or exciting to boring. It is the responsibility of the teacher to attempt to establish a common focus and a climate within the classroom to facilitate learning the objectives for the daily lesson.

The technique of the interest approach not only serves to provide a mutual climate of interest and thought for the classroom but the techinque should elicit participation by all class members. A shy, reticent student often learns to participate in groups through an interest approach activity even though the student would not participate in a learning experience.

Examples of interest approaches are as follows:

1. Family Life Education: One Minute Role Play with Unfinished Ending.

   Two Students. Teacher established setting.
   First Student: "Elaine, I thought you and Bill went steady. Why is he sitting in the lunchroom with Jackie?"
   Second Student: "He better NOT be! Wait until I see him! I'll . . ."
   Class completes sentence.

2. Home Furnishings: Work Simplification.

   Ask each student to slide to front of desk, slide to right side, to left side, and back to original position. Thank them for helping to use management principle and dust twenty (substitute class number) chairs quickly.

3. Consumer Education: Case Problem.

Secure a month's canceled checks of individual. Read to whom and amount for which check was written and for what purpose. Students describe persons who wrote check regarding sex, age, education, employment, marital status, etc.

4. Child Development: Toss Ball.

Students stand. Ask a question. Toss ball. Student who catches ball answers question; student asks another question and tosses to another student to answer. Students are alert since it is not known to whom the ball is to be thrown. Good review since student must answer one question and ask another.

Other suggestions which may apply to many content areas and may be adapted for use in a variety of methods are as follows: tasting parties, crossword puzzles, magic squares, word sentences, equipment tray, connect-the-dot pictures, poems, short stories, cartoons, ink dot identification, paper item construction, scavenger hunt, slides, dress costume, hat parade, altered Bingo games, altered Scrabble games, developmental collage, questions taped under chairs, price guessing, surprise box, mobile construction, spelling bee, maze, incomplete story, and problem-solving case study.

An interest approach is most likely to establish a classroom climate conducive to learning if . . .

. . . it is of short duration.

. . . it involves every class member.

. . . it is a pleasant and interesting activity.

. . . it introduces the topic of the daily lesson.

. . . the teacher is enthusiastic and energetic about the idea.

Estimated Length of Units and Courses

Consumer and Homemaking Education for Secondary School

Area	Basic Unit Grade 9	Advanced Unit Grade 10	Semester Course Grades 10, 11, and 12
Career Opportunities	2	3	--
Child Development	6	-	18
Clothing and Textiles	8	8	18
Consumer Education	-	4	18
Family Health	-	3	--
Family Life Education (Personal and Family Relationships)	7	4	18
Foods and Nutrition	8	8	18
Housing and Home Furnishings	5	6	18
Total Weeks	36	36	

Career Opportunities

Rationale

Career selection is important to individuals since many hours of one's life are engaged in activities related to employment. Jobs affect mental, emotional and physical health, yet psychologists relate that many young people cannot picture themselves five or ten years in the future. Since employment offers opportunities for self-expression and self-development, a well-chosen career can bring much happiness and fulfillment to an individual. An exploration during the high school years of many career possibilities and individual character traits can help a person make an informed appropriate career choice.

In the following units concerning career opportunities, emphasis is placed on understanding individual assets and liabilities and requirements of specific occupations. The value of community service and part-time work is stressed to encourage teenagers to gain insight into work possibilities and understanding of themselves through experience in the work world. Community involvement of resource persons enhances the study of careers by allowing students to interact as employers discuss expectations of employees.

Research indicates that nine out of ten women will work approximately twenty-five years outside the home; therefore class experiences designed for understanding the dual roles of homemaker and wage earner have been included so that high school students might be aware of adjustments and responsibilities involved.

Students who study business etiquette and procedures for job application in the classroom develop self-confidence and poise. Positive attitudes toward employer and co-workers are also developed by studying desirable characteristics for job success. Self-knowledge and knowledge of a career are two preparation factors which seem to contribute to happiness and satisfaction in the selection of one's life work.

Conceptual Framework - Career Opportunities

Basic — 2 Weeks	Advanced — 3 Weeks
I. Career selection A. Choices B. Career and homemaking combination	I. Vocational decisions A. Personal factors 1. Interests 2. Assets 3. Liabilities B. Training 1. Amount 2. Cost C. Working conditions D. Geographic location E. Salary
II. Employability factors A. Qualities B. Procedure for securing a social security card C. Work experience through a part-time job D. Skills in interviewing	II. Job information sources A. Employment agencies 1. Private 2. State B. Advertisements C. Civil services
III. Skill development opportunities	III. Job application A. Application form B. Resume' C. Personal appearance
IV. Fair wages	IV. Employee-employer relationships
	V. Paycheck withholdings A. State and federal tax B. Social security C. Insurance
	VI. Employment experience A. Community services B. Part-time employment

15/16, 17

Career Opportunities - Basic Unit

Grade: 9

Estimated Length of Unit: 2 Weeks

Concepts:

I. Career selection
   A. Choices
   B. Career and homemaking combination

II. Employability factors
   A. Qualities
   B. Procedure for securing a social security card
   C. Work experience through a part-time job
   D. Skills in interviewing

III. Skill development opportunities

IV. Fair wages

CONCEPTS: Career Selection

OVERALL OBJECTIVES: Demonstrate an understanding of job opportunities and of combined career and homemaking roles.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
Identify reasons why women work outside the home.	Complete the following sentences with the first thought or idea which comes to mind: 1. Women work because . . . 2. Children of working women . . . 3. When a wife works, the husband . . . 4. A big problem of working women . . . 5. Men feel that employed women . . . 6. The employment of women causes . . . 7. Employed women are . . . 8. A big satisfaction of working women . . . Conduct interviews with a minimum of ten working homemakers to determine their reasons for working. Compile a report of their responses. Respond to a resource person speak about the problems of a rapidly changing world as it affects the roles of women: "Wives carry three roles: wife, mother, worker", by comparing the speaker's remarks with the interview statements. Write an editorial for the school paper on "Why Women Work."	McDermott, et al., Homemaking for Teen-agers, 3rd ed., II, pp. 53-63. Kimbrell and Vineyard, Succeeding in The World of Work, pp. 3-10.

CONCEPTS: Career Selection

OVERALL OBJECTIVES: Demonstrate an understanding of job opportunities and of combined career and homemaking roles.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
Describe adjustments that homemaker-wage earners make in their home lives in their dual role capacity.	Develop a list of adjustments that the homemaker-wage earner has to make. Invite a panel of wage earning homemakers (include an employee, employer, and a parent) to discuss how they worked out adjustments concerning the following: 1. Caring for and guiding children 2. Clothing their families (buying, mending, laundering) 3. Feeding their families (planning, buying, cooking, entertaining) 4. Maintaining satisfactory relationships within the family 5. Managing their homes, making choices and decisions. Locate an article from a current magazine or newspaper on the dual role of women. Write a summary of the article and share it with the class.	Hoeflin, Careers in Home Economics, p. 131. Pamphlet: Women's Bureau Wage and Labor Standards Administration, United States Department of Labor, Why Women Work.
Analyze the role that employment of family members or other selected individuals might have on a career choice.	Participate in buzz group to list various work roles of family members within the group. Discuss to determine influence those roles might have on your vocational decision, such as: 1. Occupation of father, big brother or other relative 2. Occupation of an adult admired when one was growing up 3. Occupation of persons in films, television, novels, comic strips 4. Choices made by classmates or friends 5. Occupations growing out of part-time jobs after school.	

CONCEPTS: Career Selection

OVERALL OBJECTIVES: Demonstrate an understanding of job opportunities and of combined career and homemaking roles.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
	Assess your personal interests, skills, mental and physical capacities. On the basis of your assessment, list, in order of preference, three jobs which appeal to you and which would be possible for you.	New York Life, Career Opportunities. Peake, A Job for You. pp. 11-17, 30-36, 94-139. Pamphlets: South Carolina State Department of Education, Locating and Securing a Job. p. 2. National Research Bureau, Inc., Job Success. Pamphlet: Clemson Cooperative Extension Service, Let's Explore Your Career, pp. 8-20.
Identify occupational categories from which an individual may choose a career.	Using the following guidelines for research, explore a specific job or career area in which you are interested: 1. Training required 2. Abilities necessary 3. Earnings 4. Opportunity for advancement 5. Working conditions 6. Competition in the field. Report findings to class and discuss.	Bulletin: South Carolina State Department of Education, World of Work, pp. 67-80.

CONCEPTS: Career Selection

OVERALL OBJECTIVES: Demonstrate an understanding of job opportunities and of combined career and homemaking roles.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
Describe career opportunities related to home economics that do not require a college degree.	Investigate opportunities and qualifications for employment in a number of technical occupations for which home economics might prepare students, such as: child care aide, hotel and motel housekeeping aide, food services, clothing maintenance, homemaker's assistant, homemaking aide for rest home.	American Home Economics Association, Career Posters, Career Packet, Career Ladders. United States Department of Labor, Occupational Outlook Handbook.
	Visit the vocational and/or technical school in your area to learn about some of the training required for various occupations.	
	Prepare questions for interviewing women who are working in professional or technical jobs. Tape the interviews on a cassette recorder. Use in class for discussion about job benefits.	Pamphlet: Clemson Cooperative Extension Service, Let's Explore Your Career, pp. 25-30.
Identify career opportunities in the field of home economics that require a four-year degree.	Respond to professional home economists discuss the job requirements, satisfactions and difficulties of their positions.	Home economists.
	Write a one-page paper on the positive and the negative aspects of the home economics-related job in which you are most interested.	Pamphlet: United States Department of Labor, Future Jobs for High School Girls. New York Life, Career Opportunities, pp. 182-188. Spencer, Exciting Careers for Home Economists. Nelson, Looking Forward to a Career - Home Economics.

CONCEPTS: Employability Factors

OVERALL OBJECTIVES: Demonstrate application of personal qualities and procedures affecting employability.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
Identify desirable personal qualities that enhance one's employability.	From a list of personality traits judged as desirable and undesirable by employers in their employees, analyze yourself to identify your own traits that would be considered assets or liabilities. Discuss as a class how changes can be made.	Bulletin: Home Economics Instructional Materials Center, Texas Tech University, Orientation to The World of Work, Part 1, p. 86. Bulletin: South Carolina State Department of Education, World of Work, pp. 125-146.
	Read from selected reference for clarification of personality traits.	James, Call Me Mister, pp. 196-212.
List salable work habits which would be assets in any home economics-related occupation.	Read and discuss meaning of a list of "Salable Work Habits." Check yourself in relation to the listed work habits.	Barclay, et al., Teen Guide to Homemaking, 3rd ed., p. 94.
List identification uses of a social security number.	Inquire at the local post office or Social Security Office about the procedure and need for obtaining a social security number. Apply for a social security card.	Kimbrell and Vineyard, Succeeding in The World of Work, pp. 290-312.
Secure a social security card.		
Demonstrate skills that are helpful when being interviewed for a job.	Read selected references and list skills helpful for a job interview. Practice the skills through role playing.	McDermott, et al., Homemaking for Teen-agers, 3rd ed., II, pp. 57-61.

CONCEPTS: Employability Factors

OVERALL OBJECTIVES: Demonstrate application of personal qualities and procedures affecting employability.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
		Pamphlet: South Carolina State Department of Education, Locating and Securing a Job, pp. 11-27. Kimbrell and Vineyard, Succeeding in The World of Work, pp. 52-60. Tolman, Charm and Poise for Getting Ahead, pp. 324-329. James, Call Me Mister, pp. 279-281, 284-285. Bulletin: South Carolina State Department of Education, World of Work, pp. 163-196. Peake, A Job for You, pp. 37-50. Kit: J. C. Penney Company, Career Decisions - Finding, Getting, and Keeping a Job, Student Worksheet #4.

CONCEPTS: Employability Factors

OVERALL OBJECTIVES: Demonstrate application of personal qualities and procedures affecting employability.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
	View and discuss filmstrip, "Preparing for an Interview." Record an interview with a local employer. Discuss the taped interview with the class. Practice interviewing skills as class members rotate the roles of interviewer and job applicant, with stated qualitications for positions. Rate the mock interviews on evaluation sheet.	Bulletin: Home Economics Instructional Materials Center, Texas Tech University, Orientation to The World of Work, Part 2. p. 78. Filmstrip: J. C. Penney Company, Preparing for an Interview.

CONCEPTS: Skill Development Opportunities

OVERALL OBJECTIVES: Demonstrate comprehension of the relationship between experiences and personal skills.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
Identify opportunities individuals have for increasing skills and competencies through school and community service.	Given groupings of opportunities for developing occupational skills and competencies, write a short paper listing opportunities for the following: 1. Volunteer work in the community and school group activities, such as city clean-up campaign, Red Cross, hospital, YMCA, FHA 2. Part-time jobs 3. Socialization with adults 4. Reading stories or novels and watching television Discuss paper with class. Participate in a specific experience in the school or community that will increase skills and competencies for employment, such as: baby sitter, candy striper, Headstart volunteer. Summarize skills and competencies experienced; share with class.	Barclay, et al., Teen Guide to Homemaking, 3rd ed., pp. 77-93. Peake, A Job for You, pp. 32-36, 140-148.

CONCEPTS: Fair Wages

OVERALL OBJECTIVES: Show understanding of the relationship between work done and pay earned.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
Present suggestions for negotiating wages for short-term job employment.	Read for suggestions for negotiating for short-term jobs.	Pamphlet: Science Research Associates, Babysitter's Handbook, pp. 38-45. McDermott, et al., Homemaking for Teen-agers, 3rd ed., II, pp. 61-63. McDermott and Norris, Opportunities in Clothing, pp. 26, 29.
	Establish guidelines for negotiating for wages for short-term jobs like lawn mowing, leaf raking, baby-sitting, housecleaning. Role play a situation in which a young person has gone to baby-sit and the mother (employer) says, "How much do you charge?"	
	Interview your neighbors to learn how they determine the amount to pay youth for short-term jobs.	Kimbrell and Vineyard, Succeeding in The World of Work, p. 7.
	Discuss relative worth in wages of various short-term jobs. What makes one job worth more than another in equivalent time spent?	

Resources for Career Opportunities

Basic Unit

Books:

Barclay, Marion, Frances Champion, Jean Brinkley and Kathleen Funderburk. Teen Guide to Homemaking. 3rd ed. New York: Webster Division, McGraw-Hill Book Company, 1972.

Hoeflin, Ruth. Careers in Home Economics. Ontario, Canada: The Macmillan Company, 1970.

James, Barry. Call Me Mister. Bronx: Milady Publishing Corporation, 1966.

Kimbrell, Grady and Ben Vineyard. Succeeding in the World of Work. Bloomington: McKnight and McKnight Publishing Company, 1970.

McDermott, Irene, Jeanne Norris and Florence Nicholas. Homemaking for Teen-agers. Book II. 3rd ed. Peoria: Charles A. Bennett Company, Inc., 1972.

McDermott, Irene and Jeanne Norris. Opportunities in Clothing. Peoria: Charles A. Bennett Company, Inc., 1968.

Mills, Nancy. Home Economists in Action. New York: Scholastic Book Services, 1968.

Nelson, Jo. Looking Forward to a Career - Home Economics. Minneapolis: Dillon Press, Inc., 1970.

New York Life Insurance Company. Career Opportunities. New York: New York Life Insurance Company, Career Information Service, 1969.

Peake, Miriam. A Job for You. New York: Scholastic Book Services, 1964.

Spencer, Lila. Exciting Careers for Home Economists. New York: Julian Messner, 1967.

Tolman, Ruth. Charm and Poise for Getting Ahead. Bronx: Milady Publishing Corporation, 1967.

Resources for Career Opportunities

Basic Unit

Books:

United States Department of Labor. Occupational Outlook Handbook. No. 1700. Superintendent of Documents, United States Government Printing Office, Washington, D. C. 20402.

Bulletins and Pamphlets:

American Home Economics Association. 2010 Massachusetts Avenue, N.W., Washington, D. C. 20036.
Career Ladders
Career Posters
Career Packets

Cooperative Extension Service. Let's Explore Your Career. Clemson University, Clemson, South Carolina 29631.

Home Economics Instructional Materials Center, Texas Tech University. Orientation to the World of Work. Parts I, II. Lubbock, Texas 79409.

National Research Bureau, Inc., Job Success. 221 N. LaSalle Street, Chicago, Illinois 60601.

Science Research Associates. Baby Sitter's Handbook. 259 East Erie Street, Chicago, Illinois 60611.

South Carolina State Department of Education. Office of Vocational Education, Columbia, South Carolina 29201.
Locating and Securing a Job
World of Work

Resources for Career Opportunities

Basic Unit

Bulletins and Pamphlets:

United States Department of Labor, Superintendent of Documents, United States Government Printing Office, Washington, D. C. 20402.
Future Jobs for High School Girls
Why Women Work

Filmstrips:

J. C. Penney Company. Available from the Penney Manager in your community.
Career Decisions: Finding, Getting and Keeping a Job
Preparing for an Interview

Career Opportunities - Advanced Unit

Grade: 10

Estimated Length of Unit: 3 Weeks

Concepts:

I. Vocational decisions
   A. Personal factors
      1. Interests
      2. Assets
      3. Liabilities
   B. Training
      1. Amount
      2. Cost
   C. Working conditions
   D. Geographic location
   E. Salary

II. Job information sources
   A. Employment agencies
      1. Private
      2. State
   B. Advertisements
   C. Civil services

III. Job application
   A. Application form
   B. Resume'
   C. Personal appearance

IV. Employee-employer relationships

V. Paycheck withholdings
   A. State and federal tax
   B. Social security
   C. Insurance

VI. Employment experiences
   A. Community services
   B. Part-time employment

CONCEPTS: Vocational Decisions

OVERALL OBJECTIVES: Demonstrate an understanding of relationships between personal qualities and job requirements which affect vocational decisions.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
State the relationship between personal qualities and career alternatives.	Read to learn the relationship of job selection and personal qualities. Write a paper relating job selection to personal qualities.	McDermott, et al., Homemaking for Teen-agers, 3rd ed., II, pp. 52-65.
	Given a description of a job, list desirable personal qualities for the job.	Kimbrell and Vineyard, Succeeding in the World of Work, pp. 3-5.
		Doubleday and Company, Inc., The Encyclopedia of Careers and Vocational Guidance, I, pp. 1-8.
	Analyze personal qualities by answering questions or using a check list to determine own interests, aptitudes, capabilities, ambitions and goals.	Doubleday and Company, Inc., The Encyclopedia of Careers and Vocational Guidance, I, pp. 5-6.
	Respond to the Kuder Preference Inventory as an index of personal interests. Discuss results.	Kuder Preference Inventory.
	View selected filmstrip. Identify the relationships between personal qualities and careers. Discuss for clarification.	Filmstrip: Guidance Associates, Choosing Your Career, Part 1.
	Construct a mobile depicting characteristics of a worker. as follows: 1. Mental 2. Social 3. Physical 4. Moral or character	Doubleday and Company, Inc., The Encyclopedia of Careers and Vocational Guidance I, p. 5.

CONCEPTS: Vocational Decisions

OVERALL OBJECTIVES: Demonstrate an understanding of relationships between personal qualities and job requirements which affect vocational decisions.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
	Discuss how each characteristic affects career decisions.	
State strengths and limitations of tests used to determine characteristics of job applicants.	Discuss with a counselor from school guidance office or State Employment Office the purposes of tests used to determine characteristics of job candidates.	
Describe selected job categories.	Read about job types (outdoor, mechanical, computational, scientific, persuasive, artistic, literary, musical, social service, clerical). Discuss demands (training, working conditions, geographic location and salary range) of each group.	United States Department of Labor, Occupational Outlook Handbook. Kimbrell and Vineyard, Succeeding in the World of Work, pp. 17-25. Doubleday and Company, Inc., The Encyclopedia of Careers and Vocational Guidance, I, pp. 37-44. Bulletin: Clemson Extension Service, Let's Explore Your Career. Hoeflin, Careers in Home Economics, pp. 87-122. Bulletin: South Carolina State Department of Education, The World of Work, p. 67.

CONCEPTS: Vocational Decisions

OVERALL OBJECTIVES: Demonstrate an understanding of relationships between personal qualities and job requirements which affect vocational decisions.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
	View selected filmstrip to learn about personal characteristics and their relationship to career choice. Discuss information in reading and filmstrip. Observe pictures of people working at different types of jobs. Identify job type and characteristics necessary for a particular job. From a selected list of job descriptions, choose two careers at which you would be most successful and two at which you would be least successful. Explain success or failure in relation to personal qualities, training, working conditions, geographic location, and salary.	Filmstrips: Guidance Associates, Preparing for the Jobs of the 70's. Preparing for the World of Work. Filmstrip: Guidance Associates, Choosing Your Career, Part II.

CONCEPTS: Job Information Sources

OVERALL OBJECTIVES: Evaluate several selected sources for locating jobs.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
Evaluate sources for locating jobs in relation to the services one might expect from each when seeking different types of employment.	Brainstorm to determine sources for locating jobs. Discuss the feasibility of each source for seeking employment as switchboard operator, baker, secretary, store clerk, salesman, nurse, waitress, teacher, social worker, dietitian, cosmetologist. Read to find other sources for locating jobs to learn about services which all sources give. Make a list of questions and contact several private employment agencies to understand differences in services of each agency.	Pamphlet: United States Employment Service, Merchandising Your Job Talents. Kimbrell and Vineyard, Succeeding in the World of Work, pp. 26-34. Peake, A Job for You, pp. 21-29. McDermott, et al., Homemaking for Teen-agers, 3rd ed., II, p. 59. Doubleday and Company, Inc., The Encyclopedia of Careers and Vocational Guidance, I, pp. 27-30.

CONCEPTS: Job Information Sources

OVERALL OBJECTIVES: Evaluate several selected sources for locating jobs.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
	Discuss services of the State Employment Service with a representative. Compare services to those of private agencies.	Person from State Employment Service.
	Select want-ads in newspapers which illustrate types of jobs advertised and discuss qualifications for the jobs	Want-ad sections of newspapers.
	Explore positions available through Civil Service by looking at announcements in larger post offices and find out how to apply for jobs. Discuss qualifications for each job.	
	Evaluate sources for locating jobs by listing services one might expect from each source when seeking different types of employment.	

CONCEPTS: Job Application

OVERALL OBJECTIVES: Demonstrate abilities applicable to applying for a job.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
Complete a job application form.	Read selected references about procedure for filling out an application form, writing a resume', and writing a letter of application. Participate in class discussion to identify information to be included and acceptable forms of a resume'. Write a personal resume'. Complete an application form. Check for completness, neatness, accuracy of spelling, and information.	Pamphlet: United States Employment Service. How to Get and Hold the Right Job, p. 13. Pamphlet: United States Employment Service, Merchandising Your Job Talents, pp. 9-10. McDermott, et al., Homemaking for Teen-agers, 3rd ed., II, pp. 56-58. Kimbrell and Vineyard, Succeeding in the World of Work, pp. 38-51.
Write a letter of application for a job.	View transparencies of several completed application forms, letters of application and resumes. Compare these, discuss errors in them and necessary corrections. Explain how each application would differ for various job situations.	Kit: J. C. Penney Company, Career Decisions. South Carolina State Department of Education, Orientation to the World of Work, pp. 167-170. Kimbrell and Vineyard, Succeeding in the World of Work, pp. 41, 47-51.

CONCEPTS: Job Application

OVERALL OBJECTIVES: Demonstrate abilities applicable to applying for a job.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
	Complete a basic application form. Discuss procedures used and errors made.	Kit: J. C. Penney Company, Career Decisions, "Completing a Job Application."
	Evaluation: Read a description of a job applicant. Write a letter of application and a resume'; complete an application form for the job applicant.	Kit: J. C. Penney Company, Career Decisions.
Differentiate between appropriate and inappropriate behaviors in an interview.	Listen to a reading of "Dear Kid" to learn appropriate and inappropriate behavior in an interview.	Kimbrell and Vineyard, Succeeding in the World of Work, p. 63.
	View selected filmstrip and read to learn acceptable techniques to use for job interviews. Discuss why people often do not get jobs.	Filmstrip: Guidance Associates, What You Should Know before You Go to Work. Kimbrell and Vineyard, Succeeding in the World of Work, pp. 53-56.
	Develop a bulletin board, "Sailing Through An Interview," to reinforce knowledge of important points to remember during interviews. (Neat Appearance, Go Alone, Arrive Early, Know Personal Information, Don't Argue, Be Alert, Think Before Answering.)	Bulletin: Home Economics Instructional Media Center, Texas Tech University, Orientation to the World of Work, II, p. 78.

CONCEPTS: 5 Job Application

OVERALL OBJECTIVES: Demonstrate abilities applicable to applying for a job.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
	Role play good and poor interviews and illustrate acceptable and unacceptable behavior. (Dress, etiquette, speech.) Discuss. Class divides into small groups and each group makes a tape recording of successful interviews which group has planned. Class discusses good and bad points of each interview. Given several case studies, select the behaviors which are inappropriate in interview situations. Write suitable alternatives.	Pamphlet: United States Employment Service, Merchandising Your Job Talents, pp. 14-18.

CONCEPTS: Employee-Employer Relationships

OVERALL OBJECTIVES: Demonstrate comprehension of factors that contribute to positive interpersonal relationships on the job.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
Differentiate between behavior which is inappropriate to use in business relationships and behavior which is appropriate.	Read selected references on appropriate relationships among employees, employers and co-workers. Write guideline for such relationships.	Kimbrell and Vineyard, Succeeding in the World of Work, pp. 67-85. Peake, A Job for You, pp. 51-68. McDermott, et al., Homemaking for Teen-agers, 3rd ed., II, pp. 61-63. Pamphlets: United States Employment Service, How to Get and Hold the Right Job, pp. 15-16. Science Research Associates, What Employers Want.
	Complete a check list of qualities which employees consider desirable.	Bulletins: South Carolina State Department of Education, The World of Work, student worksheet, p. 199. Bulletin: Home Economics Instructional Materials Center, Texas Tech University, Orientation to the World of Work, II, p. 80.

CONCEPTS: Employee-Employer Relationships

OVERALL OBJECTIVES: Demonstrate comprehension of factors that contribute to positive interpersonal relationships on the job.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
	Develop a flip chart to show ladder of success qualities, such as: 1. Interest 2. Enthusiasm 3. Cooperation 4. Optimism 5. Willingness 6. Loyalty	Bulletin: Home Economics Instructional Materials Center, Texas Tech University, Orientation to the World of Work, II, p. 87.
	Complete a crossword puzzle to become familiar with desirable worker characteristics.	Bulletin: Home Economics Instructional Materials Center, Texas Tech University, Orientation to the World of Work, p. 90.
	View selected filmstrip which shows appropriate relationships to employer and co-worker. Summarize in class discussion appropriate relationships illustrated in film.	Filmstrip: Guidance Associates, Getting and Keeping Your First Job, Part 1.
	Given a list of business relationships and behaviors, check the qualities which are inappropriate and the behaviors which are acceptable.	

CONCEPTS: Paycheck Withholdings

OVERALL OBJECTIVES: Demonstrate ability to analyze paycheck withholdings.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
Identify common paycheck deductions.	Read selected references on paycheck withholdings. 1. State and federal tax 2. Social security 3. Insurance	Kimbrell and Vineyard, Succeeding in the World of Work, pp. 265-311. McDermott, et al., Homemaking for Teen-agers, 3rd ed., II, pp. 130-153.
Explain deductions presented on payroll check stub.	Study a paycheck stub, discuss payroll deductions and make a list of questions. Invite an accountant to answer questions and to discuss reasons for payroll deductions.	Public accountant.
	View transparency of tax form W-4, Employees Withholding Certificate, and discuss purpose.	Kimbrell and Vineyard, Succeeding in the World of Work, p. 279.
	Complete a tax form W-4.	Tax form W-4.
	Make chart for bulletin board of reasons for payroll deductions to summarize.	
	Play game, "Jeopardy," by drawing papers from a hat on which paycheck withholding terms and definitions are written.	Bulletin: Home Economics Instructional Materials Center, Texas Tech University, Orientation to the World of Work, II, p. 78.
	Evaluation: Given a sample paycheck stub with deduction symbols and abbreviations, explain the purpose of each deduction.	

CONCEPTS: Employment Experiences

OVERALL OBJECTIVES: Demonstrate ability to explain the opportunities available for job skill development which would be useful in permanent occupations.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
Identify skill development possible through community services and part-time jobs that will contribute to one's employability.	Read selected references about the importance of part-time work and community service in preparing for careers. Cite examples of part-time work and community service which would help you learn about occupations. Analyze case studies to determine ways that community service and part-time jobs contribute to one's general employability. Interview parents, teachers and friends to discover how part-time work or community service has helped them in their careers. Make a chart of the interview results. Investigate part-time work or community service opportunities in community for teenagers. Have a panel composed of the following: 1. Sponsors of youth organizations 2. Sponsors of hospital service organizations 3. Sponsors of neighborhood youth programs (Neighborhood Youth Corps) 4. Employers who hire teenagers. Hear the panel discuss opportunities available to teenagers and the way in which these opportunities help in permanent careers.	Kimbrell and Vineyard, Succeeding in the World of Work, pp. 11-15. Peake, A Job for You, pp. 31-36. Hoeflin, Careers in Home Economics, p. 52.

CONCEPTS: Employment Experiences

OVERALL OBJECTIVES: Demonstrate ability to explain the opportunities available for job skill development which would be useful in permanent occupations.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
	Develop a bulletin board on part-time work and community service opportunities and their influence on interesting and permanent careers. Participate in part-time work and/or community service. Share your experiences with the class.	

Resources for Career Opportunities

Advanced Unit

Books:

Hoeflin, Ruth. Careers in Home Economics. Ontario, Canada: Macmillan Company, 1970.

Doubleday and Company, Inc. The Encyclopedia of Careers and Vocational Guidance. Volume I. New York, 1967.

Kimbrell, Grady and Ben Vineyard. Succeeding in the World of Work. Bloomington: McKnight and McKnight Publishing Company, 1970.

McDermott, Irene, Jeanne Norris and Florence Nicholas. Homemaking for Teen-agers, Book II. 3rd ed. Peoria: Charles A. Bennett Company, Inc., 1972.

Peake, Miriam. A Job for You. New York: Scholastic Book Services, 1964.

United States Department of Labor. Occupational Outlook Handbook. No. 1700. Superintendent of Documents, United States Government Printing Office, Washington, D. C. 20402.

Bulletins and Pamphlets:

Cooperative Extension Service. Let's Explore Your Career. Clemson University, Clemson, South Carolina 29631.

Home Economics Instructional Materials Center, Texas Tech University. Orientation to the World of Work, Parts I, II. Lubbock, Texas 79409.

Science Research Associates. What Employers Want. 259 East Erie Street, Chicago, Illinois 60611.

Resources for Career Opportunities

Advanced Unit

Bulletins and Pamphlets:

South Carolina State Department of Education. World of Work. Office of Vocational Education, Columbia, South Carolina 29201.

United States Employment Service, Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402.
How to Get and Hold the Right Job
Merchandising Your Job Talents

Filmstrips:

Guidance Associates, Pleasantville, New York 10570.
Choosing Your Career, Part I and II
Getting and Keeping Your First Job
Preparing for The Jobs of The 70's
Preparing for The World of Work
What You Should Know before You Go to Work

Kit:

J. C. Penney Company. Career Decisions. Available from the Penney Manager in your community.